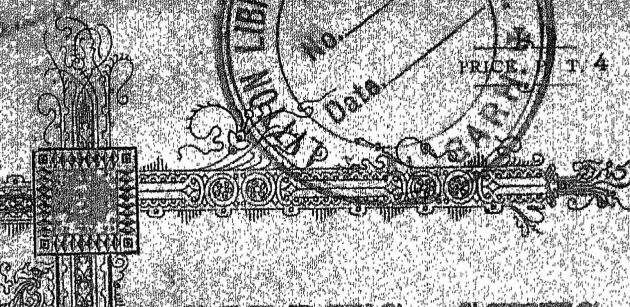
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SABRY'S GIFTS

Volume II

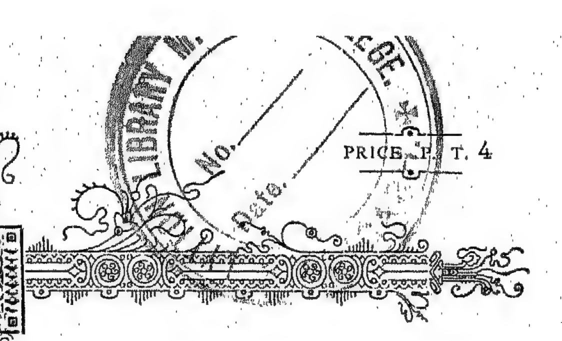
In English Translation, Literature & Grammar
For use in Primary & Secondary Egyptian Scho

Compiled by

MOUSTAPHA SABRY
Student, Khédivial Law College

Revised and corrected

Cairo
OM ABBAS SCHOOL PRINTING PRESS.
1908



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INTRODUCTION.

My first book « Sabry's English Vocabulary, » was received with great pleasure by the Heads and Candidates of Primary Schools, for it was conformed to the recent syllabus of the Ministry of Education.

Several thousands of its copies had been distributed in a few months; they are now out of print.

. They encourged me by their soft words and kind sentiments which reveal their considerations of my work; furthermore, they asked me to fulfil my promise by issuing the Second Volume of "Sabry's Gifts," for use in both Primary and Secondary Schools.

This Volume, I suppose, is so indispensable for the public use that no Egyptian English learner can do without it.

I hope it will be quite satisfactory and useful, especially, for the youths of my country, so that it may be accepted with the expected cheerfulness of the lovers of literature whose abodes are offshoots of the ancient Arab civilisation.

Finally I ask the Almighty to guide me always to serve my beloved country for which all lives and money shall be sacrificed for her prosperity.

Moustapha Sabry



بسم الله الرحمن الرحيم

نال كتابي الجزء الاول من (المواهب الصبرية) قبولا عظيما من حضرات نظار وتلاميذ المدارس الابتدائية لوضعه طبق آخر بروجرام نظارة المعارف العمومية حتى نفدت بضعة آلاف نسخه فى شهور قليلة وقد زادونى تشجيعاً بعباراتهم المريحة : الدالة على تقديرهم لعملي حق قدره . ثم طلبوا من الضعيف انه يبر بوعده باصدار (الجزء الثانى) كى ينتفع به تلاميذ المدارس الابتدائية والتجهيزية على السواء فاخرجته كما ترى حيث لا يستغنى عنه كل مشتغل بتعلم اللغة الانكليزية ولعلى اكون قد توفقت بعنايته الصمدانية الى وضعه وفق الطلب ، لينال قبولا من عشاق الادب ، الذين اشرقت على صروحهم مدنية العرب ، والله اسأل ان ينفع به الاخوان ، ويوفقنى الي خدمة الوطن فى كل آن ه

المفدى بالارواح والنشب ك مصطفى صبرى

SABRY'S GIFTS

(*For use in Egyptian Schools*)

COMPILED BY

Moustapha Sabry

Student, Khedivial Law College

Lesson 1 الدرس الاول

Man must be always virtuous, that is whether in adversity or prosperity and at all times virtuous that is in his going out and coming in, his rising up and his lying down, and by day and night; he will then be ever happy, that is in this life and the life to come.

يجب على الانسان ان يكون دائما براً صالحا فى حالتى السراء والضراء وينبغى له ان يتصف بالتقوى والصلاح فى أوقات مجيئاته وروحاته وقيامه وقعوده سواء كانت نهاراً أو ليلا ومتى عمل ذلك فانه يتمتع بالسرور السرمدى فى دارى الدنيا والآخرة ،

Lesson 2 الدرس الثانى

A certain rich miser who had turned blind, probably, with gazing at his money went to consult a celebrated doctor.

كفّ بصر أحد الموسرين البخلاء وربما كان ذلك ناشئاً من تطلعه الى دراهمه فذهب ليستشير رمديا طائر الصيت .

The doctor said that he could restore his eye-sight by means of an operation and that his fee would be fifty pounds.

فانبأه الرمدى بانه يستطيع ود بصره بعملية جراحية ويأخذ نظير أتعابه خمسين جنيها .

The miser endeavoured to get him to reduce the sum, but the doctor was firm and the miser had to agree to pay it.

فسعى البخيل فى تنقيص شيء من هذا المبلغ بيد ان الرمدى اصر على قوله وأخيراً قبل الرجل أن يدفع المبلغ مكرها

The next day, the doctor set work and performed the operation with success.

وفى اليوم التالي شرع الطبيب فى اجراء العملية فاكملها بنجاح باهر

The patient over-joyed cried out that he could see quite well.

فصفق المريض فرحا وصاح بان بصره غدا حديداً

"Now," said the occulist, "Let us proceed with the other eye."

وعليه اعلمه الطبيب بانه سيشرع فى معالجة العين الاخري فدهش البخيل قائلا العين الاخرى. وما منفعتها ؟ لقد غدوت أبصر الآن تماما وحيث انك أيها الرمدى ستأخذ على كل العملية خمسين جنيها ها انا أعطيك خمسا وعشرين منها بافضل ان أبصر بعين واحدة ولا

"The other eye," rejoined the miser, "What is the use"?"I can see quite well now,and as you charge fifty pounds for the entire operation, here are twenty five pounds. I

should rather remain blind in one eye and keep the other twenty five.

أفرط في الخمسة وعشرين جنبها الأخرى

Lesson 3 الدرس الثالث

A lion having fallen ill, all the beasts visited him except the fox.

مرض اسد فعاده جميع الوحوش ما خلا الثعلب

The wolf spoke against him to the lion.

فوشى به الذئب فقال المزر (الاسد) اذا حضر فاعلمني

"When he comes, please let me know," replied the lion.

As soon as the fox came the lion rebuked him." I was in search of some medicine for you'' ! said the fox to the lion.

فبمجرد حضوره عاتبه الغضنفر (الاسد) على ذلك فقال له الثعلب انى كنت في طلب الدواء لك

"What did you find"? asked the lion.

فقال السبع وأي شيء اصبت فقال

"You must flay a wolf alive and wrap yourself with its skin while it is warm,"answered the fox.

عليك ان تسلخ جلد ذئب حي وتلفه حولك وهو دافيء

Very soon, the lion sprang upon the wolf and flayed him. "If you keep the company of kings,you

فوثب الاسد على الذئب وسلخ جلده فقال الثعلب للذئب اذا جالست الملوك فعليك ان تدفعهم

should guide them to do good but not to do evil," said the fox to the wolf.

الى فعل الخير لا الى فعل الشر

Lesson 4 الدرس الرابع

فى القطن الصناعي

Artificial Cotton

Cotton is made in Europe of a special wood of some trees After the knots, the bark of the branches and lhe trunk have been taken away they are heated by means of steam and a special solution is added to it.

يصنع القطن فى أوربا من خشب نوع من الاشجار وذلك أنه ينزع من أغصان الشجرة وجزعها مافيها من اللحاء والعقل ثم تحمى بالبخار ويضاف اليها محلول مخصوص حتى تلين وتبيض ثم تضغط وتدلك وتحمى أيضاً ·

When it is bleached and made soft, it is pressed, rubbed and heated again. At length, it is immersed into another solution; but after it passes through several processes, it will be changed into thin threads. These threads are gummed, and put between two rollers in order

وأخيراً تغمس فى محلول ثان وتتقلب فى حالات كثيرة حتى تخرج نهائياً خيوطاً فتصمغ وتوضع بين اسطوانتين لتجنف وتصير نسيجاً يصلح لعمل الملابس ولكنه لايكون متينا كنسيج

to make them dry and free from moisture. Finally the texture is ready for making clothes; but it is not as durable as the texture of natural cotton.

القطن الطبيعي .

Lesson 5 الدرس الخامس

Camels, cows and sheep are of the cattle tribe. They are easy to be led and very useful,

النعم وهي تشمل الابل والبقر والغنم وهي جزيلة الفائدة سهلة الانقياد ليس لها شراسة الدواب ولا نفرة السباع .

They have no obstinacy or beasts'shyness. As they are very useful to man, God created for them weapons, such as teeth and claws of beasts, and the fangs and stings of insects.

ولشدة حاجة الناس اليها خلق الله لها سلاحا شديداً كانياب السباع وبراثنها وانياب الحشرات وابرها وجعل من شأنها الثبات والصبر على التعب والجوع والعطش

Steadiness and patience are their natural character and to endure hunger, thirst and trouble.

The Almighty created them so timid that they can be easily led.

وخلقها ذلولا تقاد بالايدى فمنها ركوبهم ومنها يأكلون .

We use the flesh of some of them for eating and others for riding and carrying our burdens.

They protect themselves against their enemies, by means of their horns which resemble weapons. As they eat grass, the Wisdom of God created for them wide mouths, sharp teeth and rigid grinders in order to grind seeds and kernels.

وجعل الله قرنها سلاحا لتأمن
به من الاعداء ولما كان مأكلها
الحشيش اقتضت الحكمة الالهية
ان تجعل لها افواها واسعة واسنانا
حداداً واضراسا صلابا لتطحن
به الحب والنوى

Lesson 6 الدرس السادس

A dog, crossing a bridge over a stream with a piece of flesh in its mouth saw his own shadow in the water, and took it for that of another dog, with a piece of meat double his own in size.

عبر كلب جسراً (قنطرة) وفى
فمه قطعة لحم فرأى خياله في الماء
فظنه عبثا انه كلب آخر معه قطعة
لحم ضعف قطعته

He, therefore, let go his own and fiercely attacked the other dog to get the

فعلى ذلك ترك قطعته وهجم
بعنف على الكلب الآخر ليأخذ

larger piece from him. | منه قطعته

He thus lost both, that which he graspep at in the water because it was a shadow, and his own, because the stream swept it away.

فنقد القطعتين : الاولى التى طمع فى أخذها من الماء حيث لم تكن الا خيالا والثانية التى قذفها النهر

Lesson 7 الدرس السابع

A young boy went for a walk in a garden, where he saw an apple on a tree.

As he desired to have it, he tried *many times to* pick it, but it was in vain.

خرج ولد صغير يتنزه في بستان فوجد تفاحة على شجرة فاشتهت نفسه ان تكون له • فحاول مراراً ان يقطعها فلم ينجح

When he despaired of getting it a man came to him and cut off the apple by means of a sharp knife and gave it to the boy.

ولما استولى عليه اليأس جاءه رجل وأخذ سكينا حاداً وقطع التفاحة وأعطاها للولد

Lesson 8 الدرس الثامن

انجليزي جاهل

An ignorant Englishman

Once an ignorantEnglish-man visited Paris.

زار أحد جهلاء الانجليز مرة مدينة

After returning, he was speaking with a friend of his about the wonders that he saw.

باريس
وبعد رجوعه كان يتحدث مع بعض اصدقائه بخصوص الغرائب التي نظرها ٠

"I was much astonished at the intelligence of the children", said he.

فقال أني دهشت كثيراً من نباهة الاطفال — فالاولاد والبنات

"Boys and girls who are seven or eight years old, speak French as easily as our children speak English" !

في السابعة أو الثامنه يتكلمون الافرنسية بكل سهولة كما يتكلم الانجليزية اطفال هذه المملكة

Lesson 9 الدرس التاسع

There was in ancient times two famous painters, each of whom claimed to be a greater painter than the other.

كان يوجد في الحقبان الفارطة نقاشان طائرا الصيت أدعي احدهما أنه امهر من الآخر في صناعة النقش

One of them painted clusters of grapes which looked so natural that the birds came and picked at them.

فنقش احدهما عناقيد عنب تكاد ان تكون حقيقية حتي ان الطيور حامت حولها لكي تلتقطها

The painter was so proud of his work that he said to his rival who saw

ولذلك صار ناقشها متفاخرا معجبا بصناعته حتى انه قال لمناظره

what the birds were doing, "Let me see what you have painted, taked away this curtain which hides your picture."

الذي رأى بعيني رأسه ما فعلته الطيور ارني ما نقشت فاجابه الآخر ارفع تلك الستار التي حجبت صورتك

He, however, soon discovered his mistake, for what he thought was a real curtain was only the picture of a curtain.

الا انه ادرك زلله سريعا لان ما خالها ستارا حقيقية لم تكن الا صورة ستار

Lesson 10 الدرس العاشر

A miser sold all that he had, and bought a lump of gold which he took and buried in a hole in the ground by the side of an old wall, and went daily to look at it.

باع بخيل كل ما ملكت يداه واشتري قطعة من النضار (الذهب) حيث دفنها في موضع محفور في أديم الارض بالقرب من حائط قديم وكان يذهب اليها يومياً لمشاهدتها

One of his workmen, observing his frequent visits to the spot, watched his movements, discovered the secret of the hidden treasure and digging down, came to the lump of gold, and stole it.

فلاحظ أحد عماله (صبيانه) زياراته العديدة الي تلك البقعة وظل يراقب حركاته وسكناته حتى علم بجوهر ذلك الكنز الخفي فنقب عنه حتى عثر على تلك القطعة العسجديه ومن ثم كانت القاضيه على ضياعها

The miser, on his next visit, found the hole empty, and began to tear his hair, and to make loud lamentation.

فلما آب ذلك البخيل لزيارتها وجد الموضع خاويا خاليا فأخذ فى تمزيق شعره وناح نوح رثاء عظيم .

A neighbour, seeing him overcome with grief and learning the cause, said,

فلما رآه أحد مجاوريه مستوليا عليه الحزن وكان عالما بمكنون حاله قال له دعك والترح الشديد

"Pray do not grieve so, but go and take a stone, and place it in the hole and fancy that the gold is still lying there.

نخذ حجراً وضعه فى الجحر وتوهم بان التبر لايزال فى موضعه كما كان .

It will do you just the same service for when the gold was there, you had it not, as you did not make the slightest use of it."

فان الحجر يسد مسد القطعة الذهبية التي لما كانت فى موضعها كنت محروما منها لكنزك اياها دون الانتفاع بها .

Lesson 11 الدرس الحادى عشر

The whole of the cultivable soil of Egypt, with the exception of the oases of the desert, consists of the meadow lands on both banks of the Nile.

تحتوى جميع الأراضى المزروعة المصرية ماعدا الواحات الصحراوية على اراض خصبة ممتده على شاطىء النيل .

It has been renowned for its fertility from the earliest ages, and was long regarded as the granary of the Ancient World.

وهي كانت مشهورة قديما بحسن تربتها وخصوبتها حتى أنها كانت معتبرة فى الاعصر الماضية مخزنا للعالم السالف

Even at the day its fertility is withont a parallel in any region of like extent.

ولا يجاريها فى خصوبتها حتى يومنا هذا اقليم على سطح المعمورة

This fruitfulness is caused by the annual flood of the Nile.

وتلك الخصوبة اكتسبتها من فيضان النيل السنوى

Although there is little or no rain in Egypt, there are continuous and heavy rains at the sources of the river.

وليس ذلك الفيضان من امطار مصر الشحيحة بل من تلك الامطار الغزيرة المستمرة الهطول عند منابع النيل

The cultivators of Egypt do not require to limit their labour to the production of a single crop, but raise annually as many as three crops, by the aid of artificial irrigation.

ولم يقتصر زراع مصر على زراعة محصول واحد بل يزرعون ثلاثا فى السنة بمساعدة الري الصناعي.

Lesson 12 الدرس الثانى عشر

There lived once a good merchant of Tarbeïa, who

كان مرة يوجد رجل عظيم

had a beautiful wife, whom he loved so much that he could scarcely bear to have her out of his sight.

من تجار التربية له زوجة بارعة في الجمال يحبها حبا جما حتى أنه كان لايقدر على تحمل مفارقتها الا نادراً

One day, when obliged to leave her, he purchased a parrot, which prossessed the rare gift of telling every thing that was done in its presence.

فلما اضطر يوما أن يفارقها اشتري ببغاء له صفة نادرة الوجود وهي الاخبار عن أي شيء يفعل في حضوره

The husband took it home in a cage, and begged his wife to keep it in her chamber, and take great care of it during his absence; after this he set out on his journey.

فاخذه في قفص الى بيته وترجى قرينته بان تحفظه في غرفتها وتعتني به اعتناء فائقاً أثناء غيابه ٠ ثم بعدئذ شرع في سفره ٠

On his return he did not fail to interrogate the parrot on what had passed while he was away; and the bird related a few circumstances which occasioned the merchant to divorce his wife.

وعند عودته لم يهمل في سؤال الببغاء عما حدث في غيابه فقص عليه الطائر قليلاً من بعض الحوادث التي الزمت التاجر بان يطلق امرأته

Lesson 13 الدرس الثالث عشر

استخدام الكلاب مكان البوليس

Dogs instead of Policemen

The Administration of Philadelphia employs dogs in search of drunkards as the St. Bernard Dogs are employed to search for those who are half dead by cold, in the Alps.

تستخدم ادارة بوليس فلادلفيا الكلاب للتفتيش عن السكارى كما تستخدم كلاب — سان برنار — للتفتيش عن الذين يهرؤهم البرد في جبال الالب

When the night comes, the dogs go out into the streets and lanes and when they perceive a drunkard lying on the ground, they return to the nearest police-man and guide him to the place where the drunkard is lying and stay with him until the policeman takes him away.

فاذا اقبل الليل خرجت الكلاب الى الازقة والمنعطفات حتى اذا عثرت بسكير مطروح على الارض عادت الي اقرب شرطي (بوليس) وجرته الى حيث السكير ملقى ولا تزال ملازمة له حتى ينقله الشرطي من مكانه .

One of the characteristics of these dogs, is that they

ومن مزايا هذه الكلاب أنها تعلم بشبوب النار بقوة شمها

know the place of a fire by their wonderfully strong scent and guide the police to the place before the smoke comes out.	الغريبة فتنذر البوليس بالخطر قبل امتداد اللهب
One of these dogs led the firemen to five fires before the smoke came out and so many lives and property were saved.	وبينها كلب اهتدى الى خمس نيران قبل تصاعد الدخان منها واهتدى رجال الحريق اليها بواسطته فسلمت بذلك الارواح والاموال من النار .

Lesson 14 الدرس الرابع عشر

We are always perspiring more or less, even during the coldest day of winter and so the skin becomes covered with moisture.	اننا دائما نعرق سواء كان ذلك كثيراً أو قليلا حتى فى أثناء ابرد يوم من الشتاء وعلى ذلك فان الجلد يغطي برطوبة .
If this is allowed to remain it becomes mixed with dust and soon forms into a crust of dirt which closes up the pores and thus causes many diseases.	ولو ترك هذا وشانه فانه يمتزج بالتراب وبسرعة تتكون طبقة من الوسخ الذي يسد المسام ويسبب امراضا عديدة
Most diseases of the	واغلب الامراض الجلدية تنشأ

skin arise from a want of cleanliness.

من عدم النظافة

Lesson 15 الدرس الخامس عشر

No matter how small or how large a seed may be inside its snug covering lies a little plant asleep.

بقطع النظر سواء كانت البذرة صغيرة أو كبيرة فانه يوجد بداخل غطائها نبات صغير فى سبات

When it falls into good ground and water, heat and light come to it, the seed will sprout.

ولما تسقط فى ارض حسنة التربة ذات ماء وافر وحرارة كافية غير محجوب عنها النور فان البذرة تنبثق

The little plant that was asleep inside the seed grows into root, stem, branches and leaves.

فينمو النبات الصغير الذى كان فى سبات الى جذر فساق ثم الى اغصان فأوراق .

Lesson 16 الدرس السادس عشر

The tiger is a kind of wild beast which is like the lion, but smaller.

النمر ضرب من السباع فيه شبه الأسد الا انه اصغر منه

Its skin is beautifully coloured. If fears no one

جلده ذو الوان حسنة .
لايروعه سطوة أحد ولاينصرف

and whenever it sees any animal it preys upon it whether it is hungry or not .

عن أي حيوان بل يتفرس لكل حيوان فى جوعه وشبعه

It is very fierce and can never be tamed. It is proud and vain. When it is not hungry "or when it has had plenty to eat," it sleeps for days if it wakes up hungry it growls aloud; then the animals near it know that it wishes to hunt.

خلقه فى غاية الضيق لا يستأنس البتة وعنده كبر وعجب بنفسه اذا شبع نام أياما فاذا انتبه جائعا خر خواراً شديدا فيعرف ماحوله من الحيوان انه يريد الصيد

Lesson 17 الدرس السابع عشر

When a man lodged with a hermit, the latter offered him four loaves and went away to fetch some lentils also for him. No sooner had the hermit gone than the man ate the loaves.

"The hermit was obliged to go again and get other loaves, but on returning

نزل رجل بصومعة ناسك فقدم اليه الناسك اربعة ارغفة وذهب ليحضر اليه العدس فحمله وجاء فوجده قد أكل الخبز فذهب فأتى بخبزة فوجده قد أكل العدس ففعل ذلك معه عشر مرات فسأله الناسك أين مقصده فقال الى — الأردون — فقال ولماذا قال لانه

to his great surpise, he found that the man had eaten the lentils.

This process was repeated ten times. "What was your destination? asked the hermit at length.

The man replied, "I am going to Ardon." "Why"? asked the hermit. "I was told that a skilful doctor lives there and I am going to ask him to cure my stomach as I have no appetite for food," replied the man. "I want to make a request which is that when you cure your stomach you will not call on me again when you return," said the hermit.

يلغني انبها طبيبا حاذقا لعلى أسأله عما يصلح معدتى فانى قليل الشهية فى الطعام فقال له الناسك ان لى اليك حاجةً قال وما هي قال اذا ذهبت واصلحت معدتك فلا تجعل رجوعك علىّ.

Lesson 18 الدرس الثامن عشر

Travellers used to rely upon their hands in drawing pictures of the people whom they saw in

كان السياح يعتمدون على ايديهم فى تصوير اشكال الناس الذين يشاهدونهم فى سياحاتهم وعلى آذانهم

their travels, and upon their ears to carry away what they heard of their languages. But the hand and the ear often make mistakes,as is well known. When photography was invented and the kodak was made which the traveller carries with him and by which he takes pictures of any one he pleases instantaneously exact pictures began to be carried away.

فى نقل مايسمعونه من لغاتهم ولكن اليد والأذن تخطئان كثيراً كما لايخفى فلما اكتشف التصوير الشمسى (الكودك) الذي يحمله السائح ويصور به كل من شاء من الناس فى لحظة من الزمان صارت الصور تنقل منطبقة على الحقيقة .

Lesson 19 الدرس التاسع عشر

A short time ago doctors paid no attention to the ventilation of houses in the treatment of diseases and they used to think any doctor stupid who prescribed for a consumptive patient the opening of ventilators and, window and they

كان الاطباء منذ عهد قريب لايعتدون بتهوية المنازل فى علاج الادواء بل كانوا يحمقون كل طبيب يصف لمسلول فتح الطاقات والشبابيك ويتهمونه بقتله عمداً ولكن اراءهم تغيرت تغيرا عظيما بعد ذلك فصاروا يصفون تهوية المنازل فى جميع الامراض تقريبا

accused him of killing the patient intentionally. But their ideas have undergone a great change and now they prescribe the ventilation of houses in nearly all diseases and consider it the greatest factor in their treatment and cure

ويعدونه العامل الاكبر في معالجاتها والشفاء منها

Lesson 20 الدرس العشرون

Buried in profound historical studies, Mr. Clarkson spent his days in rooms lined and packed from floor to ceiling with old books and appeared to live only in remote ages with a complete disregard of the present.

Nevertheless he was a good old fellow who made himself liked by his servants and dependents, but his face habitually wore a sad and preoccupied expression.

لدرس المعالم التاريخية العظيمة صرف المستر كلاركسون سائر أيامه في غرف ملأى بكتب قديمة كانه وجد فى العصور المتقدمة حتى لم يعر اهتماما للعصور الحاضرة ومع ذلك فانه كان انسانا وقورا عظيما جذب قلوب خادميه والقريب والبعيد لمحبته وكانت تلوح على وجهه علامات الكآبه والتفكر الدائمى ٠

Lesson 21 الدرس الحادى والعشرون

Professor Ray said, "Sleeping sickness arose in the Congo State and had scarcely any effect on the inhabitants, but when it spread to Uganda it became a deadly plague.

More than 100,000 have died from it in recent years. Up till now no remedy for it has been discovered and it is not known that anyone who has been attacked by it, has been cured. Its symptoms are a distinct change of the features, intermitted fever and head-ache."

قال الاستاذ — راى — ان مرض النوم نشأ فى بلاد الكونغو فلم يكد يؤثر فى الاهالى فلما انتقل الى اوغاندا بات وباء قتالا وقد مات به اكثر من مائة الف نفس فى السنوات الاخيرة ولم يكتشف له علاج شاف حتى الآن ولا عرف ان أحدا من الذين أصيبوا به شفى منه اما اعراضه فهى تغيير السحنة تغييراً واضحاً وتعاقب الحمى وألم الرأس

Lesson 22 الدرس الثانى والعشرون

Once Alexander went to besiege a fortified town and was told that the inhabitants had provided themselves with sufficient

نزل الاسكندر مرة على مدينة حصينة فاخبر ان عند اهلها من الميرة (المؤونة) قدر كفايتهم

provision to last for some time; so he sent secret merchants whom he ordered to enter the city.

فدس تجارا متنكرين وأمرهم بدخول المدينة

When Alexander left the city he supplied the merchants with money and some goods. After the merchants sold what they had, they bought nearly all the food which was stored in the city.

ورحل عنهم وأمدهم بمال ومتاع فباعوا ما معهم وابتاعوا الميرة فلما اكنزوا كتب لهم ان احرقوا ما عندكم من الميرة واهربوا ففعلوا .

On hearing this, Alexander ordered them to break out fire into the food and to leave the city at once and he conquered he city in a few days and occupied it.

فزحف الي المدينة فحاصرها اياماً يسيرة فأخذها .

Lesson 23 الدرس الثالث والعشرون

All the horrors related of the dragon of old even if they were true, are not for a moment to be compared with the miseries inflicted by the devouring monster intemperance.

جميع الاهوال التى تحكي عن عنقاء قديم الزمان وان صحت لا تقارن البتة بالبؤس والشقاء الذى تجره جائحة الادمان على السكر القتال للنفوس المهلك،

No one can tell how many homes are made desolate or calculate how much anxiety, wretchedness and crime are caused by it, for it lowers the character of its victims and renders them insensible to the most ordinary call of duty.

للارواح الخراب للدور لانه يخرب دوراً لاتحصى ويجر غماً وهماً على الناس وشقاء وجرائم لاحصر لها على من ينكب عليه لانه يحط بخلق من يبطش به حتى يصيره لا يفقه ماله وما عليه حتى نحو واجبه العادي .

Lesson 24 الدرس الرابع والعشرون

We have seen that the lower we descend into the earth the greater is the increase of heat.

What, therefore, must be the temperature of the centre of the earth, which is so many thousands of miles from its surface?

The belief that there are underlying the crust of the earth vast seas of molten fire makes it easier to understand these great movements of na-

اتضح لنا انه كلما ننزل متعمقين في الارض تزداد الحرارة وعلى ذلك فماذا تكون درجة حرارة مركزها الذي يبعد عن سطحها بآلاف عديدة من الاميال

لاشك ان الاعتقاد بوجود بحار عظيمة من النار تحت طبقة الارض يمهد لافهم الحركات الطبيعية العظيمة التي تولد البركان والزلازل

ture which produce the
volcano and earthquake.

Lesson 27 الدرس الخامس والعشرون

(فى استعمال الازمنة)

Use of Tenses.

The simple past tense is used to show that the action took place in some time past.

The present tense in used to show that the action takes place at the present time.

The future tense is used to show that the action will take place at some time in the future.

The present perfect tense is used to show:-

1 that the action has just been completed e. g. I have finished the work. انجزت عملى

2 that the action has just been completed + adverbial of present time e. g. I have visited Muhsin Bey today . زرت محسن بك اليوم

3 past action without mention of time e. g I have been to Rome. كنت فى رومه

Have you seen the Khedive ? هل نظرت سمو الخديوى

The use of the past perfect tense.

If a circumstance takes place before another

circumstance in the past, it is expressed by using the past perfect e. g. When I went home, I found that the servant had stolen my books.

I had gone when he came. كنت ذهبت لما جاء

The Progressive Form.

When the present tense refers to something habitual, the simple present is used e. g. He goes to school every day. هو يذهب الى المدرسة يوميا

He works at the factory. هو يشتغل فى المعمل

She plays foot-ball well. انها تلعب الكرة جيداً

A father loves his children. يحب الوالد أولاده

Were you playing in the garden when it was lightening? هل كنت تلعب فى الجنينة لما كانت تبرق

The past progressive is used somewhat like the Arabic in translation.

Lesson 26 الدرس السادس والعشرون

SEQUENCE OF TENSES

1 *Object clauses. e. g.* He said that he was here. قال انه كان هنا

He says that he is here. يقول أنه هنا

He said that he had been here. قال انه قد كان هنا

He says that he was here. يقول انه كان هنا

She says that she would be here. قالت أنها ستكون هنا

They said that they would be here. قالوا انهم سيكونون هنا

2 *Purpose Clauses.*

e.g. I came that I might see her. جئت لأراها

I come that I may see her. اجيء لأراها

3 *Consequent Clauses.*

e. g. He works so hard that he always wins the prize. يشتغل بجهد فيكتسب دائما الجائزة

He worked so hard that he won the prize. اشتغل بجهد حتى اكتسب الجائزة

4 *Conditional Clauses.*

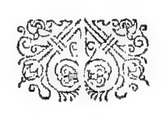
e.g. I shall be glad if you will come. افرح اذا أتيت

If you had come I should have been glad. لو كنت أتيت لفرحت

5 *Time Clauses*

I shall come when I have accomplished my duty.
سأحضر لما اكمل واجبي

The teacher will give his pupil a golden watch while he comes سيعطى الاستاذ لتلميذه ساعة ذهبية عند حضوره



﴿ كيف تكتب موضوعا انشائيا ﴾

HOW TO WRITE AN ESSAY

1 The first essential is that the essay should be *on the subject that is set,* and not on something else. Be sure, at starting, that you have a clear and definite idea what the subject is.

2 *If the subject is a quotation,do not hastily assume that it contains a true statement.*

Examine it dispassionately before you begin to write. If the dictum is obscure, explain it before you discuss its truth.

3 An essay has naturally *three parts-beginning, middle* and *end.*

The second is the main part of the essay; the first and third parts should as a rule, be quite short.

4 As to the beginning, avoid two common mistakes. Take care (a)not to make the only important statement of your essay, nor to set out your only important argument in the first sentence (b) not to begin too far away from the main subject.

Your beginning then, must be brief, interesting and without covering or exhausting the theme, must have close relation to it.

5 *The middle is the most important part.*

This is the part that requires preparation.

Never write on a subject until you have adequate knowledge. If possible, read on the subject and *think for yourself.*

6 *Do not begin to write until your ideas are clear.* "He who writes an essay," says Niebuhr, "let him say what he will, makes pretension to teach."

7 *Selection.* After the preparation of thinking and reading, and befor the actual writing comes the processes of *selection and arrangement.*

These may be done mentally, but it will be an advantage to jot down on paper rough notes of your material, and to place in some sort of numerical order the points you propose to bring out in your argument. As you review your material ask of each point in turn, is it relevant? Is it important?

8 Arrangement. Having decided on the points you wish to bring forward in your essay, in what order are you to take them?

(a) There ought to be *a regular sequence of ideas,* not a hopping backwards and forwards. (b) *Remember to take one point at a time* (c) Never lose sight of the central thought of the essay. (d) *If the subject is a debateable one* e.g. "The use and abuse of athletic sports"-there are *two ways of proceeding.* You can either give all the pros. and then all the cons., or you can give the pros. and cons.. Alter-

nately, weighing one against the other as you go along. In both cases you will give the "summing-up" and verdict in the concluding paragraph of the essay. The verdict may be an open one if you like.

9 *The Conclusion.* No part of an essay usually requires more care than the third or final part. It must not consist of more than one paragraph, and it may consist of only a single sentence. *But upon it depends the final impression you leave upon the reader.*

A golden counsel is *Respice finem. Have your conclusion in mind from the moment when you begin to write.*

(الكلمات الصعبة فى القواعد المتقدمة)

Difficult Words in the above-mentioned rules.

dispassionately	بروية	mentally	عقليا
dictum	مقالة	to jot down	يدون
Argument discussion	مناقشة- معارضة	review	مراجعة
		relevant	موافق
exhausting	مفرغ	adequate	كاف — مساو
theme	موضوع	debateable	افكار شتى
way of proceeding	طرق التصرف	verdict	فتوى حكم
Niebuhr	اسم عالم الانى	Respice finem	براعة المقطع - الختام -

﴿ في الامثال الكثيرة الاستعمال ﴾

FAMILIAR PROVERBS

1 Patience is bitter but bears sweet fruit.

أول الصبر علقم وآخره بلسم

2 Judge not all men at first sight.

لاتحكم بالظواهر

3 Poor and content is rich.

الفقر مع القناعة هو تمام الغناء

4 Quick thoughts are slippery thoughts.

في العجلة الندامة .

5 Live not to eat but eat to live.

العاقل يأكل ليعيش والجاهل يعيش ليأكل

6 A man is known by his companions.

المرء يعرف بقرنائه

7 Novelty gives pleasure. لكل جديد لذة

8 Rome was not built in a day. لم تخلق الدنيا في يوم

9 Like father like son.

الوالد مرآة ولده — ينشأ الفتى على ماعوده ابوه

10 At Rome do what the Romans do.

دارهم مادمت في دارهم وأرضهم ما دمت في ارضهم

11 Acts speak louder than words.

سريرة المرء تظهرها فعاله

12 Tit for tat. هذه بتلك والبادیء اظلم

13 A bird in the hand is worth two in the bush. عصفور فی يد خير من اثنين على شجرة

14 No darkness like ignorance. لا ظلام كالجهل

15 A tree is known by its fruit. الشجرة تعرف بثمرها

16 Be slow to promise but quick to perform.
كن بطیء الوعد سريع التنفيذ

17 Idleness is the key of beggary. الكسل مفتاح الفقر

18 A man is the architect of his own fortunes.
بقدر الكد تكتسب المعالى

19 No gains without pains. لا تجنى الشهد دون ابر النحل

20 Still waters run deep.
لا يغرنك الهادی ان تحت الرعی حية تسعى

21 Adversity tries friends. عند الشدائد تعرف الاخوان

22 Advice is ever in want.
لا خاب من استخار ولا ندم من استشار

23 By others' faults wisemen learn.
العاقل من اعتبر بغيره

24 As you sow so you shall reap.
الجزاء من جنس العمل

25 The earth produces nothing worse than an ungrateful man. ليس اثقل على الارض من ناكر الجميل

﴿ الطرق الموصلة للهجاء صحيحا ﴾

THE WAYS OF HELPING TO SPELL CORRECTLY

In order to spell accurately, the learner must train his eye, and to train the eye perpetual reproduction of words, is necessary.

The only ways in which words can be reproduced are by Copying and by Dictation.

The former requires the very smallest effort of attention and it is quite possible for a learner to copy correctly and yet to spell wrongly when he comes to write something of his own composition.

But when the learner has to write Dictation, his powers of memory and of accurate reproduction are called upon; and the effort of attention is much more vigorous.

الكلمات الصعبة

Difficult Words

accurate	صحيح — متقن	effort	اجتهاد — سعي
perpetual	دائم — مستمر	attention	انتباه
reproduction	تجديد	vigorous	نشيط — شديد

﴿ في العبارات الكثيرة الاستعمال في الانشاء والمحادثات ﴾

EXPRESSIONS USED ALWAYS IN COMPOSITION AND CONVERSATIONS.

Above all	بالاخص — لاسيما
Above cited Above mentioned Aforesaid	المذكور اعلاه
Above measure	لاحد له
Any longer; any more	زيادة على ذلك
Accordingly	وعلى ذلك — بناء على ذلك
According to	طبقا - ل — بموجب
Agreeably to	وفقاً — ل —
At random	حيثما اتفق — خبط عشواء
Appended Enclosed Herewith	من طيه
As far as	الغاية
At all events	مهما كان — على كل حال
At sight	في مبدأ رؤيته
A good deal	جانب عظيم — كمية وافرة
A great deal	مقدار عظيم
At least	على الاقل
At any rate In any case Any how	على أي حال
As soon as	حالما

At last Finally After all	اخيراً — وفي النهاية
As well as	مثل - شبه
Before-hand	مقدما — سلفاً
By accident By chance	اتفاقا - بالصدف
By means of	بواسطة
Before; prior to	قبل
Conformably to	بناء على
Current month; present month	الشهر الجارى

(ملحوظة) كثيراً ما تستعمل لفظتا "Proximo", "Ultimo"
لتدل الاولي على الزمن الماضى والثانية على المستقبل نحو : —

I met my friend in the ultimo.	قابلت صديقى فى الشهر الماضى.
He comes in the proximo.	هو يحضر فى الشهر المقبل
Care of	رفقة — صحبة
Close by	بجوار - لصق
Despite Inspite of Notwithstanding	رغماً عن
Ever since	من ذلك الحين — منذ
Every now and then Occasionally	احيانا
Ever so little	مهما كان قليلا
Everywhere	فى كل مكان
For all that	مع ان — ومع ذلك
For-ever	الى الابد — سرمديا

For the present For the time being	قتا — الوقت الحاضر
For instance For example	ل ذلك — مثلا
For want of	لقلة — من عدم وجود
Henceforth	الآن فصاعدا
Headlong	نكس الرأس —
Hits at random	بط خبط عشواء
Honey-moon	ر العسل - الزواج -
In compliance with	جابة - ل -
In vain; Absurd	ثا - مستحيل
Ill timed	تما غير وقته - سابق أوانه
Immediately; Directly	حالا - في الحال
In addition to	علاوة على
In other words	وبعبارة اخرى
In all probability	غالباً - من المحتمل
In behalf of	نيابة عن - لاجل
In case of need	عند اللزوم
In conclusion	وفى الختام
Inversely; Vice versa Otherwise; On the contrary	بالعكس
In all respects	من سائر الوجوه - من كل نصيب
In point of view	بقصد - بغرض
Mr. So-and-so	السيد فلان
On condition that; provided that	بشرط ان
Or else	والا
On the ground of	بسبب - بمناسبة
On the spot	على الفور على الاثر
On the supposition	بالفرض

the whole	على العموم
er than	ما عدا
able in advance	الدفع سلفا — مقدما
ticularly; specially	خصوصا
ak on; Speak about	يتكلم على — يصف
ak against	يذم — يشي
eak for	يتكلم بالنيابة
eak of	يتحادث عن
eak out	يبين
eak up	يتكلم بصوت مرتفع
eak through the telephone	يتكلم بواسطة التليفون
eak to	يكلم — يعظ
as to; So that	لكي — حتى يتيسر — ليتسنى
Strictly speaking	في الحقيقه والواقع
Set with diamonds	مرصع بالماس
Set off	يشرع — يسافر
Shortly	بعد وقت قصير
Sneak out	ينسحب
The army of Greece sneaked out of the battle-field.	انسحب الجيش اليوناني بنظام (خفيه) من ميدان الوغي (الحرب)
To the purpose	في وقته
Therefore	لذلك
Unless	مالم
Upside down	مقلوبا — معكوسا
Whathever	مهما
Whenever	كلما
With reference to	بخصوص
Without ceremony	بدون احتفال — بغير تكليف

﴿ حروف الجر المستعملة بعد أفعال وكلمات مخصوصة ﴾

PREPOSITIONS USED AFTER CERTAIN VERBS AND WORDS.

1 The Sultan *acceded* to the throne.

جلس السلطان على سرير الملك

2 H. H. the Khedive is *accompanied by* the President of France تصاحب سمو الخديوي برئيس جمهورية فرنسا

3 *According to the* law of supply and demand.

بناء على قانون العرض والطلب

4 She is *accused of* adultery. اتهمت بارتكاب الزنا

5 They are *accustomed to* riding.

انهم متعودون على الركوب

6 He is *acquainted with* the judge. له معرفة بالقاضي

7 She is *acquainted with* the French Language.

لها دراية باللغة الفرنساوية

8 Your uncle *is addicted to* gambling.

عمك منكب على الميسر (القمار)

9 The Law College is *adjacent to* Abdeen Palace. ان مدرسة الحقوق الخديوية تلي سراي عابدين

10 She has an *affection for* him. انها توده

11 Do not be *afraid of* punishment.

لا يرهبنك العقاب

12 I *agree with* you. انى متفق معك

13 The king *agreed to* your proposal.

وافق الملك على اقتراحك

14 The boy was *alarmed at* thunder.

انزعج الولد من الرعد

15 Great Britain *is allied with* France.

تحالفت بريطانيا العظمى مع فرنسا

16 The teacher *alluded to* this defect.

أشار المعلم الى هذا النقص

17 I am *angry with* her. انى غضبان منها

18 I am *angry* at summer. إنى ساخط على الصيف .

19 She is *amazed at* her husband's death.

ذهلت من وفاة زوجها

20 Do not annoy dumb animals.

لا تكدر الحيوانات العجمى

21 He was *annoyed at* her ingratitude.

انه تضايق من اجحادها بجميله

22 The son is *anxious for* success.

الولد مشتاق للنجاح

23 Having anæmia, she has no *appetite for* food.

لفقر دمها فقدت شهية الطعام

24 The request is *applied to* the Minister of Education. قدم الالتماس لوزير المعارف

25 The clerk *applied for* a service.

طلب الكاتب وظيفة

26 He is *appointed* to this situation.

انه عين فى هذه الوظيفة

27 We are waiting the *approval of* the Municipality. اننا منتظرون مصادقة المجلس البلدي

28 Be ashamed of your misconduct.

لتخجل من سوء سلوكك

29 I am *astonished at* her sincerity.

انى مندهش لاخلاصها

30 My dear sons *attend to* the following recommendations. لتصغوا يا ابنائى الاعزاء الى النصائح الآتيه

31 *Attend to* your school. واظبوا على مدرستكم

32 Be *aware of* your environment.

كونوا عالمين بما يحيطكم

33 Never believe in a woman's sincerity.

لا تعتقد فى اخلاص امرأة

34 Our leader is *beset with* difficulties.

أربكت قائدنا المصاعب

35 The prince *bestows* silver medals *on* his soldiers. أنعم الامير بمداليات فضيه على جنوده

36 I am *bound for* Constantinople.

إني قاصد دار الخلافة العظمى

37 H. I. M. Abdul Hamid, the Commander of faithfulness, is *capable of* improving his navy.

جلالة مولانا السلطان عبدالحميد أمير المؤمنين قادر على اصلاح بحريته

38 He has the *capacity for* medicine. له استعداد للطب

39 The Bosphorus is *celebrated for* its beauty of nature. ان البوسفور مشهور بجمال الطبيعة

40 I am *certain of* Egypt's independence.

اني لمحقق باستقلال مصر

41 She *cheated* him *of* her false smiles.

إنها غرته بابتساماتها الكاذبة

42 The soldier *Communicated with* their General on these difficulties. خابر الجند قائدهم عن هذه المصاعب

43 *Compare* eloquence *with* learning.

قارن بين الفصاحة والعلم

44 The Government has *compensated* him *for* his loss عوضت عليه الحكومة خسارته

45 You should *compete with* your colleagues.

يلزمك أن تنافس زملاءك

46 He is *competent for* his post. انه كفء لوظيفته

47 The Russians *complain* of injustice to the Duma. يشكو أهل الروسيا من الظلم إلى مجلس الدوما (النواب)

48 *Complaint about* a breach of Law.

شكوى عن مخالفة القانون

49 *Complaint against* the Water Company.

شكوى ضد شركة المياه

50 The Doctor *complied with* my request.

أجاب الطبيب طلبي

51 Etymology is *composed of* many principles

يتركب علم الاشتقاق من قواعد عديدة

52 He is *condemned to the* gallows.

حكم عليه بالشنق

53 This provision is *conformed to* the Maritime Law.

هذه المادة تنطبق على القانون البحري

54 I *congratulated* Effaat Hanem *on* her birth.

هنأت عفت هانم على ولادتها

55 He is *contented with* your plea.

انه مقتنع باعتذارك

56 This is *contrary to* discipline. هذا مخالف للنظام

57 H.H Youssef Kamal Pasha *contributed to* the funds for the construction of the Higher Schools' Club.

تبرع دولة الامير يوسف كمال باشا بالمال لبناء ناد للمدارس العليا

58 The judge *convicted* him *of* a crime.

أثبت عليه القاضى الجريمة

59 Munir Bey used to *correspond with* his father twice a week. إعتاد منير بك ان يراسل والده مرتين فى الاسبوع

60 This letter *corresponds to* that.

هذا الخطاب يضاهي ذلك .

61 These pills *cured the* patient *of* his disease.

هذه الحبوب شفت المريض من مرضه

62 Do not *deal with* him. اجتنب معاملاتك اياه

63 This merchant *deals in* cotton.

يتجر هذا التاجر فى القطن

64 The court *decided upon* the case.

فصلت المحكمة في الامر

65 He is *defective in* hearing. هو قليل السمع

66 This proud boy is *deficient in* learning.

هذا الولد المتكبر ناقص العلم

67 I shall *deliverate upon* this matter.

سأتداول فى هذا الامر

68 His sister is delighted in study.

اختة مغرمة بالمطالعة

69 He *demanded £E* 10 *of* me as a subscription o the Egyptian University.

طلب منى عشرة جنيهات اشتراكا فى الجامعة المصرية

70 This *depends upon* your success.

هذا يتوقف على نجاحك

71 They *deprived* him *of* his civil rights.

حرموه من حقوقه المدنية

72 His pocket is *destituted of* money.

جيبه خال من النقود

73 This rumour is *devoid of* truth.

هذه اشاعة عارية عن الصحة

74 He *died of* consumption. مات من السل

75 The criminal *died by* hanging. مات المجرم شنقاً

76 I am *disgusted with* your acts.

إني متغيظ من اجرآآتك

77 The Government *dispensed with* his service. استغنت الحكومة عن خدمته

78 The Tzar *disposes of* his subjects as he likes.

يتصرف القيصر في رعيته كيف شاء

79 Do not *dispute with* your wives.

لا تتشاحنوا مع زوجاتكم

80 He is *eager for* distinction. انه متلهف على رفعة شأنه

81 They *exposed* themselves *to* fierce animals

عرضوا أنفسهم للحيوانات المفترسة

82 The Japanese *feed on* rice.

يقتات اليابانيون من الارز

83 This is not *founded upon* a fact.

هذا غير مؤسس على الحقيقة

84 I am *full of* joy for my friend has accomplished his Law study in Lyons University.

إني فرح لتتميم صديقي علومه الحقوقية فى جامعة ليون

85 That watch is *good for* nothing.

هذه الساعة لا تصلح لشيء

86 He is *good at* Arithmetic. انه ماهر فى الحساب

87 The Omdah of their circumscription is *guilty of* a crime. عمدة بلدتهم مرتكب جريمة

88 I *hindered him* from going to Sudan.

أعقته عن الذهاب الى السودان

89 The Government *inflicts* a severe punishment *on* criminals. توقع الحكومة عقابا صارما على المجرمين

90 She has an influence over her ignorant husband. لها سيطرة على زوجها الجاهل

91 I *informed* you *of* the matter.

لقد أحطك علما بالمسئلة

92 Do not *inform against* her. لا تفتنها

93 His neighbour is *intoxicated with* spirits.

جاره سكران من المشروبات الروحية

94 *Introduce* your visitors *into* the parlour.

ادخل زوارك فى غرفة الاستقبال

95 This gentleman who usurps the title of Bey is *involved in* debt. هذا الشاب المغتصب لقب البكوية قد ركبته الديون

96 Your carriage is *liable to* danger.

عربتك معرضة للخطر

97 Do you *meditate upon* that point?

هلا تفكر فى هذه النقطة

98 Do not *menace me with* punishment.

لا تتوعدنى بالعقاب

99 This beggar is in *need of* food.

هذا الشحاذ فى حاجة للطعام

100 Be *obedient* to the orders. كن مطيعاً للاوامر

101 She is *occupied with* reading. انها مشتغلة بالمطالعة

102 He *parted from* her company.

انفصل عن صحبتها

103 I wish *to partake of* refreshment.

اريد ان أتناول شيئاً من المرطبات

104 *Persevere in* your attempt. ثابر على مشروعك

105 I have never seen a lady *playing on* the piano so well as our neighbour.

لم أنظر امرأة فى حياتي تضرب على البيانو مثل جارتنا

106 Fatimah is *polite in* her manners فاطمة مؤدبة

107 Zeinab is *polite to* her friends.

زينب ظريفة مع صديقاتها

108 He prefers poverty to a miserable rich life.

هو يفضل الفقر عن حياة الغنى التعيسة

109 This man *provides for* two families.

هذا الرجل يعيل عائلتين

110 The wise *provide against* accidents.

يستعد العقلاء للحوادث

111 He is *qualified for* a teacher.

انه كفء ليكون استاذاً

112 Do not *quarrel with* the passers-by.

لا تتشاجر مع المارة

113 He is *quick at* Geography.

انه سريع الاجابة فى الجغرافيا

114 Are you *ready for* departure.

هل أنت متأهب الرحيل

115 I have a *relation with* Ahmed. لى علاقة بأحمد

116 I will *rely on* your promise. سأتكل على وعدك

117 He will *remind* you *of* it. سيذكرك بها

118 Ministers are *responsible for* parliament.

الوزراء مسؤولون أمام البرلمان

119 I am *satisfied with* your opinions.

إنى مقتنع بأفكارك

120 She sympathises with him. انها ترق له

CRIES OF ANIMALS فى اصوات الحيوانات

Asses bray الحمير تنهق

Bees hum	النحل يدوى
Birds warble	العصافير تغرد
Canaries sing	عصافير (الكنارية) تغرد
Cats mew	القطط تموه
Cocks crow	الديوك تصيح
Cows low	البقر يخور
Crows caw	الغربان تنعق
Dogs bark	الكلاب تنبح
Ducks quack	البط يبح
Flies buzz	الذباب يطن
Frogs croak	الضفادع تنعق
Geese cackle	الاوز يقوق
Hens cluck	الفراخ تقوقيء
Horses neigh	الجياد (الخيل)تصهل
Lions roar	السباع تزأر
Man sings	الرجل يغنى
Mice squeak	الجرذان (الفيران) تمىء
Monkeys chatter	القرود تضحك
Nestlings chirp	العصافير تسقسق
Owls hoot	البوم ينعب
Parrots utter	الببغاء يتكلم
Pigeons coo	الحمام يهدر
Pigs grunt	الخنازير تقبع
Sheep bleat	الغنم تثغاء
Sparrows twitter	العصافير (الدورية) تغرد
Snakes hiss	الحيات تصفر
Turkeys gobble	الديوك الرومي تزقأ
Wolves howl	الذئاب تعوى

﴿ في ادبيات اللغة الانجليزية ﴾

ENGLISH LITERATURE

Chapter I

1 Short Historical Sketch.

Englishmen, strictly speaking, are not *Britons* they sometimes call themselves Britons because they live in the country which is still called Britain. The *Britains* were the original inhabitants of the *Island*, a *Celtic* race which spoke a Celtic language.

From the year A. D 43—410 the Roman legions occupied Britain but the natives were left very much to themselves. The Romans having withdrawn, in the year 449 came *justes* and settled in Brittain.

Jutes were followed by *Angles* and by *Saxons* and these three tribes formed the beginning of the English people.

The Celtic race was driven into the W. of the Island (i.e the part which was not destroyed) and so Britain became England.

The English were a *Teutonic* or *German* race and came from Schleswig-Holstein a lowlying country N.of the mouth of the R.Elbe. Hence their language is called *Low German* to distinguish

it from the language of the tribes which lived in the interior and which is called *High-German.*

The English were *heathens* but in the year A.D 597 Roman missionaries came to convert them to Christianity and Latin again became one of the languages spoken in the *Island.*

From 800-1050 A.D. England was invaded by the *Danes* or *Northmen*, They, like the English, were a Teutonic people but their language was neither *High* nor *Low* German=they spoke the Scandinavian dialect.

In 1066 Eng. was conquered by the *Normans* and with them came a *French* element into the Eng. Language.

II Short Historical Sketch

Neither the *Danes* nor the *Normans* drove out the English as the *English* had the *Britons* but they intermarried and at length became one nation.

In 1453 Constantinople was captured by the Turks. This was important because Constantinople was full of great scholars: these spread all over Europe and some came to England. Thereby helping on the movement known as the Renaissance or the Revival of Learning i.e*Latin & Greek.*

Chapter II

We have noticed the leading events in the history of England which influenced the Eng.

language. Now we must see what sorts of words we owe to these events in the Eng. history.

SECTION A. *Celtic Words.* These are very few and have been derived not only from the Britons but also from the Normans who were a Celtic race and in quite recent times from Scotland and Ireland. So the Celtic element in the Eng. language consists of (1) Geographical names with which we are not concerned (2) a few words handed down from the Original Britons e.g. darn: to mend holes.

glen : a small valley.

(3) a few more introduced by the Normans e.g. basket, cabin, hog. (4) a few borrowed at a modern date i.e since 1745 from the Scotch and Irish.

SECTION B. The influence of Latin upon the the Eng. language is the most important and we will divide it into four periods.

1 *Latin of the first period.*

The Romans occupied Britain from A.D 43-410 but they never came into contact with the English who began to arrive in 449. No Latin words came down to Eng. through the Britons but we trace the effect of the Roman occupation in several names of places for examples Chester, Doncaster and many places with similar endings which are only an altered form of the Latin or Roman

Castra = camp.

2 *Latin of the 2 nd. period.*

Was brought in by the Christian Roman missionaries about A. D 600-1000.

The conversion of England to Chistianity brought her into commercial relations with Europe and so the words introduced in this period are chiefly connected with religion and commerce for example altar: raised

3 *Latin of the 3rd. period.*

Now the Normans although a Celtic race were a Romanized Celtic race and so their language-Norman French contained a very strong *Latin Element.* They therefore brought in much Latin in a slightly changed form. Latin once removed we may call it.

Several causes prevented Norman French from driving out the old Eng. language, but to it we owe many words especially those connected with hunting and war.

4 *Latin of the IXth period,* came into England chiefly during the XVI and XVII centuries as a result of the Revival of Learning throughout Europe.

SECTION C. *The Greek Element.*

The Greek Element in the Eng. language is important. It was introduced at the same time as Latin of the IV period and fresh words are coming

in every year. The Eng: language is not one which can be easily used for making compound words which shall express new ideas. The Greek is, so we get words such as telephone.

SECTION D. *Scandinavian Words are* difficult to detect owing to the close resemblance between the Dialects of the Danes and of the English.

The influence of the Danes may be traced chiefly in Geographical names e. g. towns ending in "By" Dareby; Whitby.

SECTION E. The above are the most important foreign elements in the English language but Eng. has in her history by commerce, by exploration, by war and by other means been brought into contact with many races and in fact is still in contact with them; so that the language contains an evergrowing number of words borrowed from the languages of these people.

The Arabic Words Introduced into the English language.

The Arabs were for many hundred years the strongest power on the Mediterranean Sea. Their Empire once extended from the Pyrenees Mts. down to the Himalayas. The important words are e.g. algebra, alkoran, amber, arsenal, attar (عطر), dragoman, elixir (الاكسير), howdah (الهودج), emir (الامير), magazine, (المخزن), minaret (منارة), mosque

(الجامع), myrrh (بخور), mate (مات), monsoon, (موسم), senna, syrup, traiff, tartar.

وغير ذلك من الكلمات العديدة التى تدل على اتساع وتمدن اللغة العربية حيث استعارت اغلب اللغات الاجنبية كلمات كثيرة غير موجودة فى لغاتها

﴿ قواعد فى التحليل والاعراب ﴾

RULES FOR ANALYSIS AND PARSING

1 *Read* the sentence, *think* about it and be quite sure you understand what it means.

2 Write down whether it is a simple sentence, a compound a complex or any two of these.

3 *To Analyse the sentence* (a) write the *subject* on one line (b) then write the *predicate* on another line(c)write the *object* if there is one on a third line.

N.B. If the sentence is a compound one you must treat each *co-ordinate statement* as above.

(I) Subject }
(II) Predicate }
(III) Object

(d) then bracket, the *subj.*, *pred.* and *obj.* and you have the principal clause. (e) now find the enlargement of the subject and the enlargement of the object and write them in brackets, after the subj. and the obj. If there is more than one clause or phrase as enlargement put each in a separate

bracket (f) treat the *extensions of the predicate* in a similar way.

4 Give the principal sentence or sentences *capital letters* then after the subordinate clause put small letters a, b, c etc.

5 Then analyse in *Tabular Form.*

SYNTAX.

I observed, when I was in Primary and Secondary Schools, that a good many candidates made mistakes in their translation of the Arabic and English sentences. Certain obstacles stood on their path. To facilitate the way, I prefer to mention in this chapter the most important rules in Syntax. No doubt if the candidates knew them thoroughly they would translate perfectly and speak accurately.

كثيرا ما يقع بعض الطلبة فى
الزلل وتعترضهم عقبات شتى في
سبيل ترجمة الجمل العربية والانجليزية
كما لاحظت ذلك أثناء وجودى فى
المدارس الابتدائية والتجهيزية
فلسهولة الطريق استصوبت ان
اسرد في هذا الباب اهم القواعد
التى لو عرفها الطالب جيدا لأمن
من عثرات الترجمة وتكلم صحيحاً.

SYNTAX treats of the proper arrangement and construction of words in sentences.

RULE 1 A transitive verb governs the objective case; e.g, Mahmoud loves his sons.

2 When a noun or a pronoun has no connection with any part of the sentence it is said to be in the *nominative absolute* e. g. The rain having ceased, the sun shone forth.

3 Two or more nominatives joined by *as well as* require the verb to be singular; as, your father *as well as* your brother is patriot.

4 If the subjeet is singular and is followed by a prepositional phrase the verb must be singular; as. ths Khedive with his minister arrives this afternoon.

N.B. When the personal pronoun "*it*" is used as a nominative, it is called the *preparatory subject* e.g. It is interesting to walk.

5 When two or more nouns in the possessive case are in apposition, the apostrophe is put only to the last; but is never added to both; e.g. Ali, the clerk's book, is published.

6 Generally the subject is omitted when the verb is used in the imperative mood; e.g. Love your country.

7 The relative pronoun "as", is used after such, same, so much; e.g. This is not the same book as I had.

8 If two nouns in the possessive case connected by and, the apostrophe must be added to both to show separate possession and to the last to denote joint possession e.g. Munir's and Muhsin's

whips are stolen not Munir aud Muhsin's whips are stolen.

9 When an article is repeated before two nouns or two adjectives,it distinguishes them from each other; e.g. The *Khedive* and the *Ruler* are in Abdeen Palace. But if we say the *Khedive* and *Ruler* is come, we mean but one person. On the contrary the first sentence means two distinct persons i.e. The *Khedive* andRuler (Sirdar).

10 A verb must agree with its nominative in number and person; as, he reads and we listen.

11 Prepositions govern the objective case; as, He put his books *in* the *desk*.

12 Two or more singular nominatives joined by *and*, require a verb in the plural; e g. Moustapha and Kassim are famous writers.

13 Two or more singular nominatives separated by "*or*" or "*nor*" require a verb in the singular; as, neither Ali nor Kassim is right in his proposal.

14 Some conjunctions are used in pairs. These are called *correlative conjunctions:* e g. not only.... but also, both .... and, either.... or, neither .... nor, whether .... or etc.

15 Conjunctions join the same moods and tenses of verbs: as, go to school and read your lessons.

16 Conjunctions join the same cases of nouns

and pronouns; as, she and I are happy.

17 The verbs *do* is used to express the negative forms; e. g. I do not learn fallacious theories. He did not learn the professor's treatise.

18 One verb governs another in the infinitive mood; e.g. remember not to forget.

19 The sign of the infinitive mood "to" is omitted after certain verbs: feel, dare, make, need, bid, hear, see, let etc.

20 Such verbs as confer, bestow, give, ask, promise, tell, teach, show etc. take two objects; e.g. I gave *him* an *orange*.

21 Objects are of six kinds viz (1) the direct object e.g. She met *Subry Bey* (2) indirect object e.g. I told *him* the truth (3) cognate object: as Ali slept the sleep of idleness (4) retained object: as, medals were given *them* (5) reflexive. e.g. She cut herself (6) adverbial, as, I worked two hours.

22 When one noun qualifies another, it is in the possessive case; e.g. the Sultan's firmans, the boys' books.

23 When two nouns meaning the same thing they are said to be in apposition; as, I saw Wingate Pasha, the Sirdar.

24 When a collective noun means one thing, it requires a singular verb; e.g. the army is disciplined. But if the collective noun means more than one thing, it requires a plural verb; e.g. the jury were divided in their opinions.

25 Verb to be should have the same case after it as it has before it; e.g. He is called Ahmed.

26 Pronouns agree with their nouns in gender, number and person, but not in case.

27 The relative pronoun agrees with its antecedent in gender, number and person.

28 When the relative pronoun is preceded by two antecedents of different persons, it and the verb agree in person with the last; e.g. you are the one that was innocent.It is I who am teaching you.

29 When singular nominatives are separated by "or" or "nor," the verb agrees with the person next it; e.g. either he or I am right in his speech; neither he nor you are faulty.

30 A singular and a plural nominative, separated by "or" or "nor" require a verb in the plural; e.g. neither the general nor the soldiers were saved.

N.B. The plural nominative should be placed next to the verb.

31 Some adverbs and conjunctions have their correspondent conjunctions; e.g. as ....as, whether or, as.... so; so.... that etc.

32 The past participle is used after verb to *have* and verb to *be* to indicate perfect tense and passive voice; e.g. I have learned the lesson which was given to me.

33 Abstract nouns ending in *ing* take the

before them and *of* after them; e.g. *the* working *of* this boy is not as clean as the working of Hikmat.

34 Two negatives in a sentence are not allowed; as, I cannot by no means accept it, *should be*, I can by no means accept it.

35 The distributive pronouns each, every, either and neither, agree with nouns and verbs in the singular number; as, every boy and girl has to learn (his or her) poetry.

36 Do not use double comparatives and superlative; e.g. he is *more cleverer* than his brother We should omit *"more"*.

N.B. It is also improper to use both a noun and a pronoun as the subject to one verb; e.g. Farid he is brave. We should cross out the pronoun.

37 A noun or pronoun used after *than*, or *as* either agrees with the verb or is governed by a verb or preposition understood; e.g. Ali is wiser than I. The professor punished him more than them. I gave him a piastre more than them.

38 The comparative degree and the adjective *"other"* require *than* after them, and *such* requires *as*.

39 When verb *to be* is placed between a singular and plural nominative, it agrees with the one next it; or the one which is more naturally the subject of it; e.g. the wages of sin is death.

40 The verb should be in the third person singular if the subject of it is a clause or a verb in the infinitive mood; e.g. to drink is necessary; to dedicate our affection, our brain, our speech to Egypt, is our duty. To congratulate the Ottomans and Islam on having a Parliament and to thank the Caliph, Abdul Hamid II, is essential.

THE END

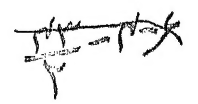
انتهى الجزء الثانى

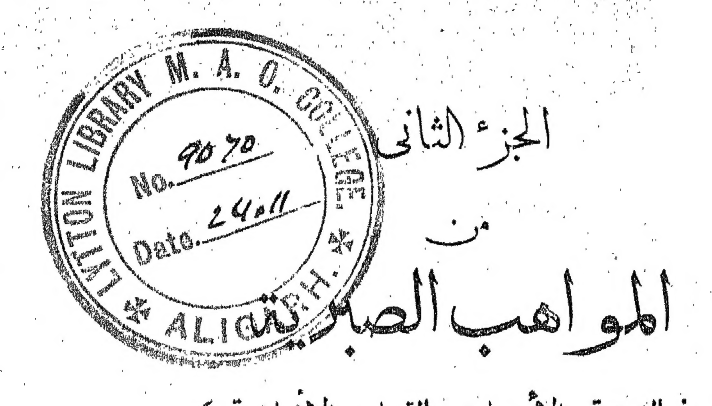
﴿ من المواهب الصبرية ﴾

المقرر على تلاميذ المدارس الابتدائيه والثانوية

والحمد لله في المبدأ والختام







الجزء الثانى

من

المواهب الصبرية

« فى الترجمة والأدبيات والقواعد الانجليزية »

« لطلبة شهادتى الدراسة الابتدائية والبكالوريا »

تأليف

مصطفى صبرى

بمدرسة الحقوق الخديوية

(الثمن ٤ قروش صاغ)

١٣٢٦ - ١٩٠٨

مطبعة مدرسة والدة عباس الأول

(بالطرقة الشرقية بشارع خيرت بالقاهرة)



الجزء الثانى

من

المواهب الصبرية

« فى الترجمة والأدبيات والقواعد الانجليزية »

« لطلبة شهادتى الدراسة الابتدائية والبكالوريا »

تأليف

بمدرسة الحقوق الخديوية

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